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REPORT ON PROPOSAL OF UNIVERSITY OF NORTH CAROLINA TO ADD CAMPUSES AT ASHEVILLE AND WILMINGTON

SPECIAL REPORT 1-69 (MARCH 1969)
NORTH CAROLINA BOARD OF HIGHER EDUCATION
RALEIGH, NORTH CAROLINA

North Carolina Board of Higher Education

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**REPORT ON PROPOSAL OF UNIVERSITY OF
NORTH CAROLINA TO ADD CAMPUSES
AT ASHEVILLE AND WILMINGTON**

MARCH 1969

NORTH CAROLINA BOARD OF HIGHER EDUCATION

PREFACE

The question of whether Asheville-Biltmore College and Wilmington College should be made campuses of the University of North Carolina is complex. It has significance not only for the two communities involved and the University but also for the other public institutions of higher education and for the general structure of the system. Because of this broader significance, this report will be of interest to all who are concerned that the state develop a sound system of higher education.

The report was prepared by a special committee of the Board of Higher Education appointed to study the proposal concerning Asheville-Biltmore and Wilmington Colleges and to make recommendations to the full Board. The members of the committee were Mr. J. P. Huskins, Chairman; Mrs. Harry P. Horton; Mr. J. Paul Lucas; Mr. William B. Rankin; Mr. Emil Rosenthal; Mr. Clarence Watkins; and Mr. Watts Hill, Jr., Chairman of the Board and ex officio member of the committee.

The committee presented the report to the Board on March 7, 1969. The Board approved the report and adopted the resolution which was recommended by the committee and which appears here on page ³¹~~32~~.

Cameron West
Director of Higher Education

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I. THE PROPOSAL MADE BY THE UNIVERSITY OF NORTH CAROLINA TO THE BOARD
OF HIGHER EDUCATION AND THE GENERAL ASSEMBLY

Since 1963 North Carolina law has provided a procedure under which additional campuses may be added to the University of North Carolina. The statute (G. S. 116-2.1; see Appendix A) states that when the Board of Trustees of the University finds that there may be a need for an additional campus of the University it shall authorize a study "of the relevant educational needs of the State" giving particular attention to the needs of any area which may be designated by the Trustees. The Trustees must then find:

- 1) that educational needs justify establishment of the campus,
and
- 2) that it is "probable that sufficient additional funds can be made available to establish and maintain" the campus "without impairing the quality and extent of the instructional and research programs at the existing campuses of the University."

The statute adds that the establishment of a campus is subject to the approval of the Board of Higher Education and of the General Assembly and to the "provision of adequate financial support" by the General Assembly.

The statute further specifies that "the standards and criteria prescribed by the Board of Trustees of the University for the existing campuses of the University shall apply to any additional campus or campuses of the University which may be established."

The incorporation of Asheville-Biltmore College and Wilmington College into the University of North Carolina is being considered pursuant to this statute although the original requests of the two colleges to become a part of the University were made in 1962, a year before the statute was enacted. For a number of years the University took no formal action on these requests. In the meantime the two institutions grew from community colleges to four-year

colleges (by action of the 1963 General Assembly), they broadened their offerings and they developed attractive new campuses. In 1967 they became fully accredited by the Southern Association of Colleges and Schools, the accreditation being retroactive at Wilmington College to 1965 and at Asheville-Biltmore College to 1966.

In May 1968, in response to continuing expressions of interest by the two colleges, the Board of Trustees of the University directed that a study be undertaken of the desirability of making these colleges campuses of the University. The study was conducted by a special committee of the Trustees headed by Mr. J. A. Prevost.

Among the guidelines which the committee followed in making its study were eight principles recommended by the President's Advisory Council on Educational Policy of the University. This Council consists of the four chancellors and of representative faculty members from the existing campuses. The eight principles were these:

1. When a college becomes a campus of the University, the transfer of authority and responsibility for the college from its Board of Trustees to the Board of Trustees of The University of North Carolina will be without reservations.
2. Minimum admission standards for the new campus shall be comparable to those required by existing campuses.
3. The initial goal in developing the new campus will be that of providing undergraduate programs with minimum standards comparable to those on the existing campuses and designed to attract qualified and motivated students.
4. The basic level of public support allocated to such programs will be commensurate with that provided for similar programs offered by the existing campuses of the University.
5. A comprehensive development campaign to supply maximum support for the undergraduate programs will be necessary from the beginning.

6. The same criteria will be applied in the employment of administrative and instructional personnel for the new campus as those applied for persons serving in similar capacities at the existing campuses.
7. Policies governing teaching load and other personnel matters will be comparable for the new campus to those applying for similar categories of personnel at the existing campuses.
8. Additional programs of instruction shall be undertaken by the new campus only after their need has been demonstrated and adequate support has been assured.

In October 1968 the Prevost committee completed its report giving the results of the study and summarizing its conclusions in these words:

1. Sufficient facilities for advanced graduate and professional programs either are provided on existing campuses of the University or are scheduled to be activated during the next decade.
2. There is a serious shortage of graduates of superior undergraduate institutions in North Carolina. A solution to this problem would be facilitated by the proposed merger of the University with the undergraduate colleges located in the major growth areas of Asheville and Wilmington. Such a merger would extend the resources of the University to cities in which there is a long-range potential for developing campuses that would be attractive to students from all parts of the State. These campuses would appeal to students who prefer institutions of moderate size and with a less traditional and more experimental approach to undergraduate education. The experience and resources of the University could be devoted to developing superior programs in the liberal arts and sciences on the new campuses. Furthermore, they would provide centers for carrying on the many services and interinstitutional cooperative programs of the University that currently are not available to these areas of the State.
3. Information concerning the economic, social, educational, and cultural resources of the Asheville metropolitan area and its surrounding hinterland indicates that it needs better higher education facilities and that it would be an appropriate place to locate a campus of the University.
4. Similar information concerning the needs and services available in the Wilmington metropolitan area indicates that it needs better higher education facilities and that it would likewise be an appropriate area in which to locate a University campus.

5. Asheville-Biltmore College would be a satisfactory nucleus around which to organize an undergraduate campus of the University, and it would contribute valuable resources to the development of a superior undergraduate University campus in the years ahead. Its location and physical facilities are well-suited to this purpose. The institution has no strong traditions or long-standing practices that would make a merger difficult.
6. Wilmington College would be a satisfactory nucleus around which to organize an undergraduate campus of the University, and it would contribute many sound assets to the undertaking. The location and physical facilities are well-suited to this purpose. Since it is also a young institution without strong traditions and long-standing practices, the goal of establishing a superior undergraduate college within the framework of the University could be achieved in a reasonably short period of time.

On December 2, 1968, the Board of Trustees of the University of North Carolina received and made public the report of the Prevost committee and adopted the following resolution:

BE IT RESOLVED, that the Board of Trustees of the University, subject to the provisions of General Statute 116-2.1, take appropriate action to make Asheville-Biltmore College and Wilmington College campuses of the University of North Carolina.

BE IT RESOLVED, further, in accordance with General Statute 116-2 (b), that the two new campuses be designated respectively The University of North Carolina at Asheville and The University of North Carolina at Wilmington.

In an effort to make as clear as possible the intention of the University concerning these campuses, Mr. Prevost sent a letter, dated February 24, 1969, to Mr. J. P. Huskins, chairman of the committee of the Board of Higher Education appointed to study the proposed mergers. (The letter appears in full in Appendix E.) This letter had been unanimously approved by the Prevost committee and the Executive Committee of the Board of Trustees of the University at meetings held on February 24. Portions of the letter which deal with the role of the two proposed campuses read as follows:

Our Committee reaffirms President Friday's position, stated in his letter of January 29 in responding to inquiries raised by Dr. West in his letter of January 21 to President Friday, that no Doctor of Philosophy degrees would be recommended for either of these campuses by 1975-76. As you know, both campuses are presently authorized to offer the Master's degree, and it is possible that academic programs leading to this degree might be established prior to 1975-76. Any graduate programs offered at Asheville and Wilmington would, in accordance with established procedures, be subject to the approval of the Board of Trustees of the University and of the Board of Higher Education, consistent with appropriations provided therefor.

...It is contemplated that these two new campuses will be primarily undergraduate institutions and that such graduate work as may be offered by them will be introduced slowly and with care in order to insure high quality...

In summary, our Committee does not anticipate authorization of Ph.D. degrees by 1975-76 or making major alterations in the present long-range plans for program development at the two institutions, except to the extent that public service activities sponsored by the Governor or the General Assembly might be involved....

It can be seen from this historical account and from the documents cited that what is now proposed by the University to the Board of Higher Education and to the General Assembly is that the University add two campuses which the University sees as being, at least for the foreseeable future, primarily undergraduate institutions and that these institutions be named "The University of North Carolina at Asheville" and "The University of North Carolina at Wilmington." If these campuses are added, the law of the state and the policies of the University require that the campuses be brought up to the standards of the rest of the University for comparable work.

II. THE STUDY CONDUCTED BY THE BOARD

The Board of Higher Education realized from the start that the action ultimately taken on the proposal to add two campuses to the University of North Carolina could be of far-reaching significance for the state and for

all its institutions of higher education. The Board felt that it, as the agency charged by statute with taking a statewide view of higher educational problems and advising the Governor and General Assembly, had an obligation to give the matter the fullest consideration, weighing insofar as possible all the ramifications of the proposed action. At the same time the Board was aware of the need to conclude its review as early as possible so that the General Assembly might have ample time for consideration.

Accordingly, the Board's staff and the special committee of the Board appointed for the purpose--referred to in this report as the Huskins committee--worked intensively for two and a half months collecting as many relevant facts as possible and trying to consider the question from every point of view.

The chronology of activities is as follows:

December 2, 1968--Resolution adopted by Trustees of University of North Carolina approving the addition of the two campuses to the University, pursuant to the provisions of the applicable statute and subject to the approval of the Board of Higher Education and of the General Assembly.

December 3--President of University wrote to Director of Higher Education informing him of action of the Board of Trustees and requesting approval of the Board of Higher Education for establishment of the new campuses. Meeting of Executive Committee of Board immediately called to consider request.

December 13--Meeting in Raleigh of Executive Committee of the Board of Higher Education. Appointment of special committee to consider the action of the University and to advise the full Board. The members of the committee were:

Mr. J. P. Huskins, Statesville, Chairman
 Mrs. Harry P. Horton, Pittsboro
 Mr. J. Paul Lucas, Charlotte
 Mr. William B. Rankin, Lincolnton
 Mr. Emil Rosenthal, Goldsboro
 Mr. Clarence Watkins, Reidsville
 Mr. Watts Hill, Jr., Durham, Chairman of the Board and
ex officio member of the committee.

January 7, 1969--Meeting of committee in Raleigh. Problems outlined and procedures adopted. The committee members agreed to seek the views of the president of each of the public senior institutions on the effect of the proposed mergers.

January 16--Meeting in Raleigh. Further consideration of problems involved. It was decided to invite each public senior institution to give to the committee its official position in writing. (See Section V of this report and Appendices H through K.) It was also decided to ask the University, Asheville-Biltmore College and Wilmington College for further information on a number of points.

January 29--Committee held an on-campus conference with administrators and trustees of Wilmington College and made a complete tour of the facilities.

February 4--Committee made a similar visit to Asheville-Biltmore College.

February 4--Evening meeting of committee in Statesville.

February 20--Meeting of committee in Raleigh. President Friday and Vice President King of the University of North Carolina were present for part of the meeting.

March 4--Meeting of committee in Charlotte.

March 7--Meeting of committee in Raleigh.

March 7--Committee made its recommendation to the Board of Higher Education.

III. THE PROPOSAL FROM THE PERSPECTIVE OF THE LONG-RANGE PLAN FOR HIGHER EDUCATION

The Board of Higher Education has recently published a major study of higher education in the state.¹ This study outlines some of the principal needs of the colleges and universities and sets out a plan for the development of higher education through 1975. The study is the result of two and a half years of work involving hundreds of persons, and it incorporates

¹Planning for Higher Education in North Carolina, North Carolina Board of Higher Education, November 1968, 497 pages.

74 separate studies of particular aspects of higher education, as well as the individual long-range plans of the University of North Carolina, with its four campuses, and of the twelve other senior institutions in the state's system.

The question naturally arises whether the current proposal to add two campuses to the University of North Carolina is consistent with the Long-Range Plan of the Board.

Chapter XV of the Long-Range Plan deals with the future structure of higher education in the state, and three statements from that chapter seem pertinent to the question at hand:

"By and large the roles assigned to the various institutions by statute are appropriate and adequate to the present needs of the state."¹

"We recommend that the General Assembly create a single agency to plan and coordinate higher education, with authority to review budgets and to prepare a single budget request for higher education and that the higher educational planning and coordinating functions of several existing agencies be transferred to the single agency."²

"In the field of higher education the one effective planning and coordinating agency in the state is the Consolidated University."³

Although Asheville-Biltmore College and Wilmington College presently offer only undergraduate instruction, existing statutory authority for the institutions states that they may offer such graduate work as may be approved by their trustees and by the Board of Higher Education and funded by the General Assembly. (G.S. 116-45, Appendix D). Other sections of the General Statutes limit the awarding of the doctoral degree to the University of North Carolina.

¹Planning for Higher Education in North Carolina, North Carolina Board of Higher Education, November 1968, p. 361.

²Ibid, p. 360.

³Ibid, p. 356.

The University has indicated that if Asheville-Biltmore and Wilmington become campuses of the University no doctoral work will be offered at the institutions during the planning period and that the institutions will remain primarily undergraduate colleges during that time. Hence affiliation with the University would not mean a substantial change of role for the institutions, and in this respect there would be no conflict with the Long-Range Plan.

Although the Board in its long-range report did not make specific recommendations for the implementation of its call for an effective coordinating agency, such an agency could be created by strengthening the Board itself, by abolishing the Board and creating a new entity in its place or by putting all 16 public senior institutions under the control of the Consolidated University.

If the General Assembly should at some time in the future conclude that the last method is the preferable one, then the addition of these campuses to the University would be a step toward desirable and much-needed coordination. The maintenance of separate governing boards, however, might be considered preferable to putting all institutions under the single board of the University of North Carolina.

Even if no statewide coordination were achieved by any of these methods, the addition of the two campuses to the University would mean that at least there would be coordination among six institutions, and thus, from this limited point of view, the proposal would be a step in the right direction.

There would remain the problem of coordination between the University and the rest of the system, as well as coordination among all the institutions. As we try to make clear elsewhere in this report, the addition of these

campuses would bring to the fore many problems, most of which could be readily resolved if the state had a coordinating agency with sufficient statutory authority to be effective.

We conclude that the addition of the campuses would not violate the Long-Range Plan. It would, however, magnify certain problems and make more obvious and urgent the need for the effective state-wide planning and coordinating agency which the Long-Range Plan recommended.

IV. THE COST OF ADDING THESE CAMPUSES TO THE UNIVERSITY

We have pointed out that the statute under which the University of North Carolina, Asheville-Biltmore College and Wilmington College are proceeding (G. S. 116-2.1) requires that the Board of Trustees of the University find "that it appears probable that sufficient additional funds can be made available to establish and maintain such additional campus or campuses without impairing the quality and extent of the instructional and research programs at the existing campuses of the University."

We have also pointed out that the Prevost committee took as guidelines certain principles laid down by the President's Advisory Council on Educational Policy. One of these principles stated that the basic level of public support must be "commensurate with that provided for similar programs offered by the existing campuses of the University."

The Prevost committee, after reviewing the "A", "B" and "C" budget requests of Asheville-Biltmore College for the 1969-71 biennium, concluded that "if Asheville-Biltmore should be merged with the University, it would not require any appreciable increase in the support requested for the next biennium."

Concerning Wilmington College the Prevost committee said, "It would not be necessary to ask for funds in addition to those in the combined 'A' and 'B' budget requests; however, the items requested for general administration, student services, reduction in the student-teacher ratio below the level of 16 to 1, the addition of more senior faculty, and the 17 percent improvement in the salary level of faculty for the biennium would be essential."

Since the date of publication of the Prevost report, the recommended budget for the next biennium has been published, and many items requested by Asheville-Biltmore and Wilmington Colleges have been deleted or reduced in amount. Hence if the mergers are approved, the University and the two colleges will face in this present legislative session the problem of adequate financing for these campuses.

The Prevost committee made no estimates of the costs beyond the next biennium. On January 21 the Director of Higher Education, at the request of the Huskins committee, wrote to the President of the University asking what the financial requirements would be as the University envisioned the two campuses for the period 1971-75. On January 29 the President replied saying, "Projections for 1971-75 budgets have not been considered by the University." Subsequently Mr. Prevost, in his letter of January 24 (Appendix E) which, as has been explained, was written to clarify the position of the University, made the following statements concerning costs:

The second point on which a question has arisen concerns financial requirements that might result from the proposed mergers. Section 116-2.1 of the General Statutes states that "the standards and criteria prescribed by the Board of Trustees of the University for existing campuses of the University shall apply to any additional campus or campuses of the University which may be established." It is contemplated that these two new campuses will be primarily undergraduate institutions and that such graduate work as may be

offered by them will be introduced slowly and with care in order to insure high quality. Even so, some expense will be necessary in order to bring these campuses up to the standards and criteria prescribed for comparable work on the other campuses of the University. Salaries must be raised and the faculties strengthened at both institutions. Their libraries and other facilities must be improved, and their administrative staffs must be augmented.

As the Special Committee on Expansion has pointed out, support at the level requested by the two institutions, including "B" budget requests, is essential for the next biennium. If the institutions remain independent four-year colleges, their development would normally entail a rising level of support from the State; if they become part of the University and subject to the standards and criteria of the rest of the University, additional support will be required.

In summarizing, Mr. Prevost said that, "Even though the two new campuses will be primarily undergraduate institutions, some costs will necessarily be incurred over the next several biennia in order to bring them up to the standards of the rest of the University for comparable work."

Two points are clear: first, there are no cost estimates beyond the next biennium, and secondly, it is probable that, as the standards and criteria of the rest of the University are applied to the new campuses (in accordance with the requirements of the statutes), the expense to the state of supporting educational activities at Wilmington and Asheville will be greater than if those campuses were to remain independent state colleges.

In view of the objectives set for these campuses, the extent of the additional obligations is not large as compared with the total expenditures of the state for higher education. Nevertheless, in making these campuses part of the University and thus incurring additional, undetermined obligations, it would seem prudent for the state to take stock of its existing commitments. New commitments should not be assumed without knowing that existing ones can be met. These prior commitments are itemized and discussed in Section VIII of this report.

V. THE POSITIONS OF THE OTHER PUBLIC SENIOR INSTITUTIONS
ON THE PROPOSED MERGERS

The Huskins committee felt it important to know what advantages, disadvantages or problems the other public senior institutions in the state saw in the proposal to establish two additional campuses of the University of North Carolina. Accordingly the Director of Higher Education, at the request of the committee, wrote on January 21 to the chairman of the board of trustees of each of the public senior institutions, with the exception of the University of North Carolina, Asheville-Biltmore College and Wilmington College, to determine whether the board of trustees of the institution had "any official position or statement" which it wished to transmit to the committee.

Four institutions, Appalachian State University, the North Carolina School of the Arts, Pembroke State College, and Western Carolina University, submitted statements. On February 21 the Director wrote to the chairman of the board of each institution which had not replied to say that the committee would have to construe the absence of a reply as an indication that the institution had no official position either favorable or unfavorable. The two letters of the Director and the four institutional replies are set out in full in Appendices F through K. Six institutions, East Carolina University, Elizabeth City State College, Fayetteville State College, North Carolina Agricultural and Technical State University, North Carolina College at Durham and Winston-Salem State College, took no official position on the question and submitted no statement.

The four statements submitted all raised substantive questions for the state. One of the statements was favorable to the proposed mergers, two were

generally unfavorable and one, the statement of the School of the Arts, suggested that there might be merit in delaying a decision pending a restudy of the whole of higher education in the state. The favorable reply came from Pembroke State College, which added that it would itself like to offer graduate work. The generally unfavorable replies came from Appalachian State University and Western Carolina University.

Appalachian said that it "cannot at this time actively support the proposal." The statement went on to say that "it seems safe to assume that financial support for the additional institutions will be raised to new levels." It is Appalachian's desire to receive a fair share of the funds available for higher education, but Appalachian believes that, based upon appropriations per student and student-teacher ratios, it is not now receiving a fair portion of the funds. The statement added that if considerable expansion should take place on the Asheville campus, the undergraduate enrollment at Appalachian would probably be affected, and if in time the Asheville campus should develop a graduate program, Appalachian's graduate enrollment would certainly be affected. Altogether, the statement said, the establishment of these two new campuses can have "long-time impacts" on Appalachian.

Western Carolina University, in a full discussion of the effect which the merger of Asheville-Biltmore College with the University of North Carolina would have on educational activities in the western part of the state, said there was a better way, academically and economically, to serve the needs of the west. This way, it said, was through much closer cooperation between Western Carolina University and Asheville-Biltmore College or through a merger of those two institutions. The statement suggested that Asheville and western North Carolina needed more educational services than "the modest undergraduate liberal arts and sciences program which has been proposed." Western Carolina

University, with some strengthening of its present programs, could help meet the needs of the Asheville area. Already, it said, the state has two universities in the mountain region; it cannot afford three.

The statement of Western Carolina University was given considerable publicity at the time it was issued, and the trustees of Asheville-Biltmore College, as well as many of the official and civic bodies in Asheville and Buncombe County, subsequently reiterated their strong support of the proposed merger with the University of North Carolina.

All of the problems and suggestions contained in the four institutional statements were carefully considered by the Huskins committee. Some of them are discussed elsewhere in this report. The committee felt it significant that six of the ten institutions saw fit to take no public position. Those six were the state's traditionally black institutions and East Carolina University.

VI. SOME ADVANTAGES OF THE PROPOSED MERGERS

The Prevost committee cites certain advantages which it believes will result from the mergers. Officials of the two colleges, orally and in written answers submitted to the Director of Higher Education, cite other advantages. Our study has led us to doubt, however, that some of the anticipated results of the mergers will actually take place, and hence the list of advantages, as we see them, is not in all respects the same as the lists given by the Prevost committee and the institutions. We feel, nevertheless, that some definite benefits would result from the proposed mergers. Some disadvantages would also result and they are discussed in a subsequent section.

Among the principal benefits or advantages, as we see them, are these:

1. The mergers would, in all probability, strengthen the two smaller institutions. The prestige, resources and strength of the University would enable them to achieve a better quality of instruction more rapidly than would otherwise be likely. In particular, the mergers should make easier the recruitment of better-qualified faculty and students.

2. The mergers would facilitate the offering of many services of the University in the Asheville and Wilmington areas, benefiting those communities economically, socially and educationally. While many of these services could be offered without any change in affiliation, the mergers should encourage and make easier the sharing of personnel, equipment and instruction.

3. The new campuses should encourage the University to stabilize the enrollment of entering freshmen on the Chapel Hill and Raleigh campuses. While the size of the freshman class at Chapel Hill has already been stabilized, these new campuses should help the University adhere to the limit which it has established in the face of considerable pressure for ever-larger enrollments. The University should also set a ceiling on freshman enrollment at Raleigh, concentrating the growth there, as at Chapel Hill, in the graduate and professional schools. This general policy has been advocated by the Board of Higher Education on a number of occasions.¹ It is important that the state, while providing educational opportunities for all who need and can benefit from them, at the same time take care that a sense of community is maintained on all campuses and that the enrollment on the campuses and in the particular schools and disciplines not exceed the optimal numbers for effective learning.

¹See for example, Board of Higher Education Interim Report and Recommendations, Special Report 2-67 (March 1967), page 30.

In order to realize the full potentiality of the new campuses in this regard, the University needs to develop some formal mechanism for diverting applicants from one campus to another, taking into account each student's desires, interests and aptitudes.

4. The mergers could help the two new campuses become more experimental and imaginative in their instructional programs. Institutions that are young and not widely known in the academic world often have trouble getting their credits accepted if they depart far from the usual patterns. But units of a respected and well-known university should be considerably freer to experiment. We believe that for the sake of the University and of the whole system of public higher education it is desirable that certain units be frankly and boldly experimental in educational approach. These two colleges have expressed an interest in playing the role of experimenter and innovator within the University system. The Prevost report cites this possibility as one of the advantages of the mergers. The two institutions, particularly if they were encouraged to play this role, would have something of value to contribute to the rest of the University. We commend the individuality of these institutions and hope that if the mergers are effected the University will protect and foster it.

5. The mergers would enable the institutions to capitalize on high local enthusiasm and loyalty. Both the Asheville and Wilmington communities enthusiastically support the proposal to add these campuses to the University. These communities are thriving and contain much talent and wealth. Incorporation in the University should further encourage local pride in the institutions and local support of them. This has been the experience in Charlotte. This

enthusiasm and support, if properly directed, can result in marked strengthening of the institutions as educational enterprises.

One advantage which is seen by local proponents of the mergers is that many students and prospective students would be benefited from the mergers, not only through improved educational opportunities, but also by virtue of the fact that a degree from the University has greater recognition value in most places than does one from a small and little-known institution, however worthy it may be. This is not an advantage to the state, but it is seen by many as a tangible one to individuals.

The report of the Prevost committee puts stress on the value which these two campuses would have as producers of highly qualified candidates for the graduate and professional schools of the University of North Carolina. We have seen no data substantiating the claim that undergraduate campuses of multi-campus universities do in fact feed the graduate schools of their own universities more than do other good colleges located in the vicinity. Certainly we hope that these two campuses, if brought into the University, would prove effective suppliers of the University's graduate schools. Whether this should turn out to be true or not, the projected number of candidates for graduate schools from these two institutions for the next six years is extremely small by comparison with the large number of candidates expected from the regional universities, the public four-year colleges and the state's private institutions.¹ Our conclusion is that the supply of candidates for the graduate schools provided by these campuses will continue to be relatively small for some years to come and that the schools might well supply candidates in about the same proportion if they were to remain independent.

¹The Board estimates that Asheville-Biltmore and Wilmington Colleges will be granting by 1975 a total of fewer than 400 bachelor's degrees a year against estimated production by all institutions in the state of 22,000.

VII. SOME DISADVANTAGES AND PROBLEMS WHICH WOULD RESULT FROM THE PROPOSED MERGERS

Among the many questions which the Huskins committee considered, a number seem to require special comment. One of these involves the possible polarization of the institutions in the system, one concerns the role of the regional universities and the larger problem of definition of function within the system, one concerns the needs of students who may be cut off from a college education by the higher standards of the University and another is concerned with the contagious desire of colleges to become universities. Additional problems which the mergers may create or aggravate are dealt with in other sections of this report, particularly the section on Prior Commitments and Pressing Needs. The problems are not insuperable, but at the same time they will not be overcome easily. Certainly the people of the state and the legislators should be fully aware of them.

Would the addition of these campuses to the University be a step toward the further polarization of the institutions in the system? Would it tend to separate the haves from the have-nots and the whites from the blacks?

The state now has six four-year colleges. Three of them, Elizabeth City State College, Fayetteville State College and Winston-Salem State College, are attended predominantly by Negroes. One of them, Pembroke State College, was founded to educate the Lumbee Indians but now has a more diversified student body in which 19 percent of the students are Indian, 80 percent are white and 1 percent are Negro. The other two institutions, Asheville-Biltmore and Wilmington College, both have grown from community colleges, Asheville-Biltmore into a liberal arts college and Wilmington into a general-purpose four-year

college. These two have been supported at a somewhat better level than have the other four-year colleges. The presence of Asheville-Biltmore and Wilmington in the group has helped raise the level of support of the others.

There is obvious danger in the removal of these two colleges from the group, leaving only colleges which were founded for the education of minorities and which have traditionally been less well-supported by the state. If the mergers are approved, the General Assembly and state officials should be on guard against letting the change in status of the two better-funded colleges adversely affect the others. Fortunately in the budget for the 1967-69 biennium and, to an even greater extent, in the recommended budget for the 1969-71 biennium, there are a number of items which can go part of the way toward offsetting deficiencies in the support which these institutions have received. It is important that these items be approved in this legislative session if these other four-year institutions are to experience the improvement they desperately need.

What are the appropriate roles of the University of North Carolina and of the regional universities in the Asheville and Wilmington areas? How should those roles be defined? In considering these questions, one should first understand the extent of off-campus education now offered by the various public institutions in the Asheville and Wilmington areas. Complete figures are not available on the number of non-credit courses that are being offered, but figures are available on the credit courses. (See Table 1.)

The extension work of Western Carolina University in Buncombe County is divided almost equally between Asheville, where 16 courses were offered last year, and Enka, where 14 were offered. One course was offered at Skyland.

TABLE I

OFF-CAMPUS CREDIT COURSES OFFERED DURING 1967-68

<u>INSTITUTION</u>	<u>NUMBER OF COURSES</u>	<u>LEVEL</u>	<u>NUMBER OF SECTIONS</u>	<u>NUMBER ENROLLED*</u>
<u>BUNCOMBE COUNTY</u>				
N. C. State	3	1 Graduate 2 Upper	3	40
UNC-Greensboro	1	Graduate	1	20
Western Carolina	31	14 Graduate 12 Upper 5 Lower	36	1226
<u>NEW HANOVER COUNTY</u>				
N. C. State	3	Upper	3	51
East Carolina	4	Graduate	5	152

*Headcount. A student is counted separately for each course in which he may be enrolled.

In Asheville most of the courses were in the field of education and most were at the graduate level. In Enka the courses were all in business, commerce and mathematics. The course at Skyland was in education. The total activities of Western Carolina University in Buncombe County, with 31 courses, 36 sections and 1,226 persons enrolled, is impressive.

Western Carolina University conducted off-campus credit courses in 14 other North Carolina counties last year. While 41 courses were taught in these 14 counties to 1,159 persons, the enrollment in Buncombe County alone exceeded the enrollment in all the other counties.

The three courses available through North Carolina State University in Buncombe County were all in the field of education. Two of the three dealt with technical and industrial education. The University of North Carolina at Greensboro offered a single course in Buncombe County, a graduate-level course on family life.

Western Carolina not only carries on a large amount of off-campus work in Buncombe County, it also recruits a significant number of its resident students from that county. Buncombe is within the traditional sphere of regional service of Western Carolina University.

In New Hanover County no institution is heavily engaged in extension education, but last year North Carolina State University offered three courses to 51 persons, all in the field of education, while East Carolina University offered four courses to 152 persons, three in the field of education and all four at the graduate level.

East Carolina University offers off-campus credit courses in 36 eastern counties. All the counties around Wilmington are being served. Although East Carolina does not offer a large number of courses in Wilmington itself,

Wilmington clearly lies within the traditional sphere of regional service of East Carolina University.

If Wilmington College and Asheville-Biltmore College become part of the University of North Carolina, should the state go further and say to the regional universities that Wilmington and Asheville and the surrounding areas are no longer appropriate places for them to offer extension courses? Or should the state let the various institutions "fight it out," perhaps with each one striving to offer more prestigious and advanced work than its competitor? The fact that these two proposed campuses are to be primarily undergraduate for the foreseeable future makes the problem less acute but by no means eliminates it.

The law establishing regional universities did not undertake to define what was meant by "regional," but the name suggests that each of these universities is expected to be particularly concerned with service to an area of the state. At the same time the University of North Carolina, which the statutes describe as "the only institution in the state system of higher education authorized to award the doctor's degree" and "the primary state-supported agency for research,"¹ and which has been assigned many other statewide obligations, obviously has some responsibilities in the Asheville and Wilmington areas, as it does over the rest of the state. With a few exceptions only, the statutes do not say where the line should be drawn between those educational needs which the University of North Carolina should attempt to meet and the needs which the regional universities should attempt to meet, or where it should be drawn among the regional universities.

¹General Statutes, Section 116-15.

The establishment of these two campuses in areas traditionally served by regional universities brings this question of the proper definition of function of the institutions to the fore. It is a question that is faced in various forms over the whole state and that involves to some extent every institution. How can the state avoid institutional conflicts, unnecessary duplication of programs and wasteful competition for support?

A satisfactory solution to this problem of conflict and unnecessary duplication would seem to involve four steps:

1. A careful assessment of the extent of the need for a particular program, at a particular level, area by area over the state;
2. A review of any statutory provisions which might suggest that one institution or another should meet the need;
3. Full opportunity for each institution that is interested in meeting the need to be heard and to explain how the program in question fits the institution's role, its goals and capabilities; and
4. Finally a determination of which institution can most appropriately meet the need. This sort of analysis and solution could only be effected if the state had an agency with the authority to make the requisite decisions and to see that they were followed.

In the Asheville area Western Carolina University, and to some extent Appalachian State University, have interests which must be considered and resources which ought to be utilized. In the Wilmington area East Carolina University likewise has interests and resources which ought to be considered. In both areas the University of North Carolina has obligations and capabilities to be considered and utilized. The need for coordination of institutional activities is already great and this need will increase whether the mergers are effected or not.

Would community colleges need to be established in Asheville and Wilmington as a result of the mergers?

The statutes and University policy require that the standards and criteria prescribed for existing campuses of the University shall apply to any new campuses that may be established.¹

If the University's minimum standards for admission had been applied to the freshman class at Wilmington College in the fall of 1968, approximately 23 percent of the students in the class would not have been admissible. If the freshman class had been selected so as to result in an average Scholastic Aptitude Test score as high as the average at the lowest of the existing campuses of the University, approximately 40 percent of the class, or about 126 students out of 317, would have been rejected. Roughly 30 percent of the freshmen fell below the 40th percentile in their high school classes. Clearly the application of University standards would mean that many students who could have gone to Wilmington College in the past could not go there in the future. There is no other college, public or private, within 50 miles of Wilmington, the closest college being the community college near Whiteville, 51 miles away. If Wilmington College should become a part of the University, the officials of Wilmington and of New Hanover County, as well as officials of the State Department of Community Colleges, would have to give serious consideration to the possible need for a community college in Wilmington.

At Asheville-Biltmore the minimum Scholastic Aptitude Test score is already at the University standard, and the admissions standards in general are roughly comparable to those at the Charlotte campus of the University. Hence, merger with the University would not necessarily make Asheville-Biltmore

¹See Section I above.

College any more selective than it now is. Whatever the need for a community college in Asheville may be, it is unlikely to be made very much greater by merger of Asheville-Biltmore with the University. Furthermore there are convenient to Asheville a number of other colleges which offer the youth of that area alternative opportunities for higher education.

Would these mergers, if approved, stimulate a desire on the part of other institutions for the name "university" or for full university status?

Already a bill has been introduced in the General Assembly to make Pembroke State College a regional university, and it is known that other institutions have similar ambitions. It is interesting to note that Pembroke coupled with its endorsement of the establishment of the two new campuses a statement that it wished to offer graduate work. East Carolina University has recently announced its intention of seeking the authority to award the degree of doctor of philosophy, and other regional universities have indicated a similar interest.

The Long-Range Plan suggests these general principles concerning institutional aspirations for growth and concerning the roles of institutions:¹

There is need in North Carolina for institutional growth to educate increasing numbers of students, but this growth should be planned so as to combine maximum economy with maximum quality of educational experience. Each institution should make a conscious effort to excel in terms of its mission. The mission should be well defined and there should be widespread understanding of it.

Those charged with the guidance of human institutions often want to see them grow in size and take on more functions. Institutions of higher education are not exempt from this tendency. From many states come reports of two-year community colleges that want to become four-year colleges, four-year colleges that want to become five-year colleges, and five-year colleges that want to become universities with a full range of doctoral and professional programs. It should be recognized, however, that institutional aspirations are not always synonymous with the good of the public at large.

¹Goal 5, Planning for Higher Education in North Carolina, North Carolina Board of Higher Education, November 1968, page 13.

The cost to the State of North Carolina of meeting the needs in higher education in the next few years will, of necessity, be high. The taxpayers of the state have a right to expect that each institution will not only provide educational opportunity of the highest quality but also operate its affairs economically, follow sound business practices, and make maximum use of all its facilities. The taxpayers also have a right to ask that each institution examine its own aspirations in the light of what is good for the whole system and that each exercise a measure of self-restraint. Furthermore, all institutions collectively, as well as the statewide agencies which are involved, have an obligation to the taxpayers to see that the entire system is economical and that it is free of unnecessary duplication.

Each request for a change in name or in function should be considered on its merits. It is not reasonable to condemn all such requests because some are not wise. Nor is it reasonable to approve all merely because others are approved.

It is our hope that, if the proposed mergers of Asheville-Biltmore and Wilmington Colleges are effected, the other institutions in the state's system and the General Assembly will exercise, in the public interest, judgment and restraint, bearing in mind that the proposal made by the University of North Carolina is that the functions of these campuses will not, for some time, be substantially changed.

VIII. PRIOR COMMITMENTS AND PRESSING NEEDS

We have pointed out in the section on costs that the addition of these campuses to the University constitutes the assumption of an obligation to spend more at these institutions in order to raise them to the standards of the rest of the University for comparable work. In past years the state has assigned responsibilities to institutions but has not provided the necessary resources to enable the institutions to discharge some of these responsibilities effectively. In assigning responsibilities the state has made

certain implied or moral commitments to the institutions. It would not be fair for the state to overlook these commitments while assuming new ones.

What are these commitments or moral obligations? The most obvious of them can be grouped under three headings. In addition there is one need of the state which, although not a commitment, is so pressing that we believe it ought to be given priority of attention.

The commitments and this pressing need are these:

1) To bring the University of North Carolina at Greensboro and the University of North Carolina at Charlotte to full university status. Although the institution in Greensboro has been a campus of the University since 1931, it has only recently begun to be a university in the full sense of the word, and much remains to be done to achieve this objective. The campus in Charlotte, added to the University in 1965 for the express purpose of providing graduate work in the populous south-Piedmont area, is at this point still a four-year college but hopes to begin a number of graduate programs in the next biennium.

2) To support the newly constituted regional universities at an appropriate level. The 1967 Legislature created regional universities, broadened the definition of function of the institutions and provided that no later than July 1, 1972, a study would be made of their proper future role and status. These universities, although already offering extensive graduate work, are still supported as if they were colleges. What the state has undertaken to do at the regional universities, it should do well. Their support should be commensurate with the responsibilities that have been assigned to them.

3) To remedy accumulated deficits at certain institutions, particularly at the traditionally Negro colleges. The 1967 Legislature appropriated special assistance funds to overcome deficits at these institutions. This program needs to be carried forward, and the level of support for faculty salaries, administrative personnel and libraries needs to be brought up to the level of comparable institutions.

4) To support the development of the medical facilities at Chapel Hill in order to realize maximum advantage from this major asset of the state.

None of these four tasks can be fully accomplished in the next biennium. Most of them will require attention for many years, but the state should proceed as fast as is practicable toward meeting them. Specifically this means that in the 1969 General Assembly the following steps should be taken toward accomplishing these four tasks:

a. Faculty salaries should be significantly raised, ideally to the national level, but in any event sufficiently to enable the institutions to become more competitive nationally than they now are.

b. Libraries should be greatly strengthened. The chapter on libraries in the Board's report, Planning for Higher Education in North Carolina, pointed out the grave deficiencies which exist in our libraries.

c. Adequate money for new programs should be made available.

d. Administrative staffs at some of our institutions should be strengthened.

- e. The special assistance (or "catch-up") program should be continued and strengthened in the predominantly Negro institutions.
- f. Capital improvements and operating funds should be appropriated to make possible the expansion of medical facilities at Chapel Hill in order that the entering classes in the medical school might be increased from the present level of 75 to a level of 100 students in the fall of 1970 and in order to lay the groundwork for entering classes of 200 students later.

Apart from the four institutional needs listed above, there is a category of individual need which is acute and to which the state should give high priority. This is the need to make a start toward an adequate system of student financial aid. The Board in the Long-Range Plan has made clear the fact that lack of money is keeping many persons out of our colleges and universities who have the ability to profit from higher education. The Board has suggested an appropriation of \$3 million for this next biennium as a start toward meeting this pressing need.¹

These, as we see them, are the matters of first priority which are before the state. We believe the state, in fairness to its existing institutions and in the interest of spending its limited resources wisely, should be able to see its way toward meeting these obligations before it assumes additional ones.

IX. THE RECOMMENDATION OF THE BOARD

While the proposed mergers would bring some advantages to the two colleges and to the two areas of the state, the evidence is that serious problems would be created elsewhere, particularly with regard to the spheres

¹For a full discussion see Chapter XII, Planning for Higher Education in North Carolina, North Carolina Board of Higher Education, November 1968.

of the other institutions in the state's system and with regard to "balance" and coordination in the system. After weighing the various factors, however, the Board of Higher Education approves the request of the University to add these campuses, provided (1) their roles, as defined by the University, are clearly understood, and (2) the state, in taking on these additional obligations, will meet its prior commitments to other institutions in the system.

The Board has adopted the following resolution:

RESOLVED, that the Board of Higher Education approves the establishment of two additional campuses of the University of North Carolina, in accordance with the proposal submitted by the University, one campus to be located at Wilmington and the other at Asheville, and in approving the addition of these campuses the Board recommends:¹

- 1) that, in accordance with the proposal of the University, the two campuses be primarily undergraduate institutions;²
- 2) that, in accordance with the proposal of the University, each of the new campuses be encouraged in the pursuit of academic excellence through innovation and experimentation and through the development of areas of special competence;³
- 3) that by 1975 the University and the Board of Higher Education reconsider the role and scope of these two institutions in the light of their development between now and then, taking into account the review of the role and scope of the regional universities which is to be completed by July 1, 1962, and also considering the needs of the state as they may exist at that time;⁴

¹A motion to approve the addition of the two campuses without any qualifications or comments was defeated by the Board 12 to 2. A motion to delete from the resolution section (5) was defeated 10 to 4. A motion to adopt the resolution as it appears here and to approve this report was then carried 12 to 1 with 1 abstention, Mr. Rankin voting no and Senator Warren abstaining. In the Huskins committee, Mr. Rankin voted against the report; all others voted for it.

²For the University's position on the role of the two institutions, see Section I of this report.

³For a fuller discussion of this point see Section VI of this report, "Some Advantages of the Proposed Mergers."

⁴General Statutes, Section 116-44.16, requires that the Board of Higher Education review the role of the regional universities not later than July 1, 1972, and report its recommendations to the General Assembly.

4) that the General Assembly approve the addition of these campuses to the University only if the state, in appropriating funds for the 1969-71 biennium, can make significant progress toward meeting the commitments which have been made to other state institutions and toward meeting the state's needs in medical education, all to the end that the available resources not be overcommitted and higher education as a whole adversely affected;¹ and

5) that in view of the fact that the establishment of eastern and western campuses of the University carries inherent risks to the other state institutions of higher learning, especially those already operating in the eastern and western areas of the state, the General Assembly, at an appropriate time, consider the need, made more urgent by this action, to create a statewide agency with clearly defined authority to plan and coordinate higher education.²

X. CONCLUDING COMMENTS

As this report has attempted to make clear, the question of the addition of these campuses to the University has many ramifications. Because of these ramifications, we feel it appropriate, in concluding this report, to make a few general comments concerning higher education in the state today.

Our system of higher education is no longer the relatively simple one it was at the time the Board of Higher Education was created in 1955. What appeared to work then is seen now to have been inadequate, particularly in light of what was revealed in the Long-Range Plan published last November. If the state's higher educational needs are to be met, priorities must be set based on consideration of alternative solutions to problems. Not until the alternatives and their costs are known can the political process function constructively. Decisions should reflect statewide educational needs rather than the aspirations or political power of an institution.

¹For discussion of these commitments and needs, see Section VIII of this report.

²For a full discussion of the need for such an agency see Chapter XV, "Future System of Public Higher Education," Planning for Higher Education in North Carolina, Board of Higher Education, November 1968.

For much of its history the Board of Higher Education has had such a limited staff that it could not even assemble the facts necessary to present clearly to the lawmakers what the alternatives were. Today, however, as a result of increasing support from the Governor and the General Assembly, the Board is in position to present alternatives based on the relevant facts. Many of these alternatives are discussed in detail in the Long-Range Plan.

The statutes provide that the Board shall coordinate higher education, but the Board coordinates in theory only. In practice it gathers facts and makes recommendations but can do little more. In this report we have emphasized that the addition of these campuses to the University would make even more imperative the creation of some agency in state government which could do more than collect facts and make recommendations. There must be an agency with authority to make appropriate decisions and see that they are implemented.

But the proposal to add these campuses to the University is only one of many current circumstances which make creation of such an agency imperative. Any reader of the newspapers will realize that higher education is in trouble. It is beset on all sides. The problems range from financial need to student unrest. The public is weary of unending controversy growing out of political jockeying for position. Higher Education faces the danger of loss of public confidence. Public support and understanding are essential if our institutions are to provide the trained manpower and the thoughtful citizens required by a progressive state.

We wish to reiterate the point made in the Long-Range Plan that the Board of Higher Education has no desire to perpetuate itself or to enhance its own power. It would not hesitate to recommend its own abolition if that seemed to be best for the state. The Board has simply said that, in view of all the

problems which higher education faces, it is of the gravest importance that the state evolve some effective means of utilizing its resources economically and of protecting and improving its system of higher education.

APPENDICES

APPENDIX A

NORTH CAROLINA GENERAL STATUTES, PROCEDURE
FOR ADDITION OF CAMPUSES TO UNIVERSITY OF NORTH CAROLINA

§ 116-2.1 Establishment of additional campuses of the University.--The procedure and standards for the establishment of an additional campus or campuses of the University of North Carolina shall be as follows:

- (1) Whenever the board of trustees of the University finds that there may be a need for an additional campus or campuses of the University, the board shall direct that a study be made of the relevant educational needs of the State, such study to take particular account of the relevant educational needs of the area or areas of the State designated by the board of trustees.
- (2) The board of trustees of the University shall give careful consideration to the report on the aforementioned study of educational needs, and if the board finds
 - a. that sufficient educational needs exist to justify the establishment of an additional campus or campuses of the University, and
 - b. that it appears probable that sufficient additional funds can be made available to establish and maintain such additional campus or campuses without impairing the quality and extent of the instructional and research programs at the existing campuses of the University, then the board of trustees shall establish such additional campus or campuses at a place or places designated by the board, subject to
 1. the approval of the North Carolina Board of Higher Education, and
 2. the approval and provision of adequate financial support for the proposed additional campus or campuses by the General Assembly.
- (3) The standards and criteria prescribed by the board of trustees of the University for the existing campuses of the University shall apply to any additional campus or campuses of the University which may be established.

APPENDIX B

EXCERPTS FROM NORTH CAROLINA GENERAL STATUTES
CONCERNING BOARD OF HIGHER EDUCATION

§116-154. Creation and purpose.--There is hereby created the North Carolina Board of Higher Education. The purpose of the Board shall be, through the exercise of the powers and performance of the duties set forth in this article, to plan and promote the development of a sound, vigorous, progressive, and coordinated system of higher education in the State of North Carolina. In pursuit of this objective the Board will seek the cooperation of all the institutions of higher education and of other educational agencies in planning a system of higher education that will serve all the higher educational needs of the State and that will encourage a high standard of excellence in all institutions composing the system, each operating under the direction of its own board of trustees in the performance of the functions assigned to it.

§116-156. Membership; appointment, term and qualifications; vacancies.--The Board shall consist of fifteen citizens of North Carolina, one of whom shall be a member of the State Board of Education to be appointed by the Governor, eight of whom shall be appointed by the Governor to represent the public at large, but none of whom shall be officers or employees of the State, or officers, employees or trustees of the institutions of higher education, four of whom shall be selected by the boards of trustees of state-supported senior colleges, and two of whom shall be selected by the board of trustees of the University, provided, no trustee member shall be a member of the General Assembly. The four senior colleges, whose trustees shall select one of their members as a Board member to serve for a two-year term, shall be selected by the Governor in such order of rotation as he may choose every two years; provided, that the right of selection of such Board member shall be rotated among all institutions equally.

Members of the Board other than the six selected by the trustees of institutions shall be appointed by the Governor for terms of six years, except that of the first Board appointed, three members shall serve for two years, three shall serve for four years and three for six years. Terms of all members of the first Board so selected shall commence July 1, 1965.

All regular appointments, except appointments to the first Board, shall be subject to confirmation by the House of Representatives and the Senate in joint session assembled. The Governor shall forward all such appointments, except those of the first Board, to the General Assembly before the fortieth legislative day of each regular session. The Governor shall, without such confirmation, appoint members to fill vacancies for unexpired terms.

Appointees to the Board shall be selected for their interest in and ability to contribute to the fulfillment of the purpose of the Board. All members of the Board shall be deemed members-at-large, charged with the responsibility of serving the best interests of the whole State.

§ 116-158. Powers and duties generally. The Board shall have the following specific powers and duties, in the exercise and performance of which it shall be subject to the provisions of article 1, chapter 143 of the General Statutes except as herein otherwise provided:

- (1) The primary function of the Board of Higher Education shall be to plan and coordinate the major educational functions and activities of higher education in the State and to allot the functions and activities of the institutions of higher education in addition to the purposes specified in articles 1 and 2 of chapter 116 of the General Statutes. The Board shall not, however, allot to any senior college the right to award the doctor's degree. The Board shall give the Governor, the General Assembly and the various institutions advice on higher education policy and problems.
- (2) In carrying out the duties prescribed in subdivision (1) hereof and subject thereto, the Board shall determine the types of degrees which shall be granted by each of such institutions.
- (3) The Board shall cause to be made such visits to the institutions as it shall deem necessary and proper in the performance of its duties.
- (4) The Board shall prescribe uniform statistical reporting practices and policies to be followed by such institutions where it finds such uniformity will promote the purpose of the Board.
- (5) Subject to the provisions of subdivision (1), all institutions included in the State System of Higher Education shall conform to the educational functions and activities assigned to them respectively; provided, that the Board shall not require any institution to abandon or discontinue any existing educational functions or activities, if, after notice and hearing, the institution is not in agreement with the decision of the Board, until such decision is first recommended to and approved by the General Assembly.
- (6) Each institution shall furnish the Board a copy of its biennial budget requests and related data at the same time said requests are furnished to the Advisory Budget Commission. The Board shall review the institutional budget requests to determine whether the same are consistent with the primary purposes of the institution and with the functions and activities allocated to the institution by statute or by the Board. The Board shall concentrate on broad fiscal policy and avoid a line-by-line detailed review of budget requests. The Board shall advise the Advisory Budget Commission and the institution of any budget requests inconsistent with the purposes and allocated functions and activities.

- (7) Any requests of an institution for transfers and changes as between objects and items in the approved budget of such institution and involving the establishment of new educational functions or activities shall be submitted to the Board of Higher Education for review to determine the compatibility of the request with the assigned functions of the respective institution.
- (8) The Board shall possess such powers as are necessary and proper for the exercise of the foregoing specific powers, including the power to make and enforce such rules and regulations as may be necessary for effectuating the provisions of this article.

APPENDIX C

NORTH CAROLINA GENERAL STATUTES, STATEMENT OF PURPOSE
OF UNIVERSITY OF NORTH CAROLINA

§ 116-15. Functions of the University.--The University of North Carolina shall provide instruction in the liberal arts, fine arts, and sciences, and in the learned professions, including teaching, these being defined as those professions which rest upon advanced knowledge in the liberal arts and sciences; and shall be the primary State-supported agency for research in the liberal arts and sciences, pure and applied. The University shall provide instruction in the branches of learning relating to agriculture and the mechanic arts, and to other scientific and to classical studies. The University shall be the only institution in the State system of higher education authorized to award the doctor's degree. The University shall extend its influence and usefulness as far as possible to the persons of the State who are unable to avail themselves of its advantages as resident students, by extension courses, by lectures, and by such other means as may seem to them most effective.

APPENDIX D

NORTH CAROLINA GENERAL STATUTES, STATEMENT OF PURPOSE OF
ASHEVILLE-BILTMORE COLLEGE AND WILMINGTON COLLEGE

§116-45 (6). The primary purpose of Asheville-Biltmore College and Wilmington College shall be to provide undergraduate instruction in the liberal arts and sciences, the training of teachers, and such graduate, professional, and other undergraduate programs as are deemed necessary to meet the needs of the constituencies and of the State and as shall be approved by the North Carolina Board of Higher Education, consistent with appropriations provided therefor.

APPENDIX E

LETTER FROM MR. J. A. PREVOST, CHAIRMAN, SPECIAL COMMITTEE ON
EXPANSION, BOARD OF TRUSTEES OF THE UNIVERSITY OF NORTH CAROLINA

February 24, 1969

Mr. J. P. Huskins
Chairman
Special Committee of the North Carolina
Board of Higher Education on the
University of North Carolina Proposal
to Add Campuses at Asheville and Wilmington
P. O. Box 10887
Raleigh, North Carolina 27605

Dear Mr. Huskins:

Since questions have arisen on two points relating to the action of the University Board of Trustees proposing the addition of Asheville-Biltmore and Wilmington Colleges as campuses of the University, the Special Committee on Expansion which studied this matter and of which I am Chairman, with the concurrence of the Executive Committee, desires to offer the following clarifications. In offering these comments as supplements to our Report, a copy of which you have, we see no reason for either of these matters to be made the subject of statutory attention.

1. Our Committee reaffirms President Friday's position, stated in his letter of January 29 in responding to inquiries raised by Dr. West in his letter of January 21 to President Friday, that no Doctor of Philosophy degrees would be recommended for either of these campuses by 1975-76. As you know, both campuses are presently authorized to offer the Master's degree, and it is possible that academic programs leading to this degree might be established prior to 1975-76. Any graduate programs offered at Asheville and Wilmington would, in accordance with established procedures, be subject to the approval of the Board of Trustees of the University and of the Board of Higher Education, consistent with appropriations provided therefor.

2. The second point on which a question has arisen concerns financial requirements that might result from the proposed mergers. Section 116-2.1 of the General Statutes states that "the standards and criteria prescribed by the Board of Trustees of the University for existing campuses of the University shall apply to any additional campus or campuses of the University which may be established." It is contemplated that these two new campuses will be primarily undergraduate institutions and that such graduate work as may be offered by them will be introduced slowly and with care in order to insure high quality. Even so, some expense will be necessary in order to bring these campuses up to the standards and criteria prescribed for comparable work on the other campuses of the University. Salaries must be raised and the faculties strengthened at both institutions. Their libraries and other facilities must be improved, and their administrative staffs must be augmented.

As the Special Committee on Expansion has pointed out, support at the level requested by the two institutions, including "B" budget requests, is essential for the next biennium. If the institutions remain independent four-year colleges, their development would normally entail a rising level of support from the State; if they become part of the University and subject to the standards and criteria of the rest of the University, additional support will be required.

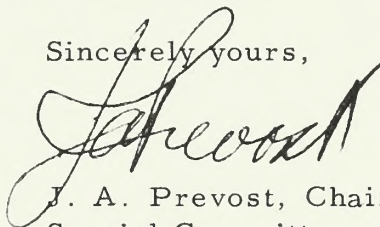
It should also be pointed out that as the University implements programs which Governor Scott or the General Assembly desires to see developed in marine sciences, urban studies, and other areas of public service, these campuses would be included in the development of such plans and to this extent additional personnel and costs would be involved.

In summary, our Committee does not anticipate authorization of Ph.D. degrees by 1975-76 or making major alterations in the present

long-range plans for program development at the two institutions, except to the extent that public service activities sponsored by the Governor or the General Assembly might be involved. Even though the two new campuses will be primarily undergraduate institutions, some costs will necessarily be incurred over the next several biennia in order to bring them up to the standards of the rest of the University for comparable work.

We trust that these clarifications will be helpful.

Sincerely yours,

A handwritten signature in dark ink, appearing to read "J. A. Prevost", written in a cursive style.

J. A. Prevost, Chairman
Special Committee on Expansion
Board of Trustees of the University
of North Carolina

Waynesville
North Carolina 28786

cc: Governor Scott
President Friday

APPENDIX F

SAMPLE OF LETTER SENT BY DIRECTOR OF HIGHER EDUCATION TO CHAIRMAN OF BOARD OF TRUSTEES OF EACH PUBLIC SENIOR INSTITUTION, WITH EXCEPTION OF UNIVERSITY OF NORTH CAROLINA, ASHEVILLE-BILTMORE COLLEGE AND WILMINGTON COLLEGE

January 21, 1969

Mr. McDonald Dixon, Chairman
Board of Trustees
Elizabeth City State College
P. O. Box 252
Edenton, North Carolina

Dear Mr. Dixon:

As you know, a committee of the Board of Higher Education is presently studying the request of the University of North Carolina for establishment of the University of North Carolina at Asheville and the University of North Carolina at Wilmington.

I have been instructed by the committee to determine whether the board of trustees of each of the other public senior institutions in the state has any official position or statement which it wishes to transmit to the committee concerning the proposal of the Consolidated University.

Any statement which you may wish to make should be in writing and should, if possible, be submitted to this office no later than February 20 in order to give the committee time for consideration. The report is scheduled to be given to the full Board of Higher Education on March 1. The committee will have to treat all statements submitted as public documents which can be made available, if requested, to any interested person.

Sincerely,

Cameron West

mcw

cc: President Marion D. Thorpe

APPENDIX G

SAMPLE OF FOLLOW-UP LETTER SENT BY DIRECTOR OF HIGHER EDUCATION
TO CHAIRMEN OF BOARDS OF TRUSTEES OF INSTITUTIONS THAT
HAD NOT REPLIED TO EARLIER LETTER

February 21, 1969

Mr. McDonald Dixon, Chairman
Board of Trustees
Elizabeth City State College
304 S. Granville Street
Edenton, North Carolina

Dear Mr. Dixon:

At the request of the Board of Higher Education's Committee studying the petitions of Asheville-Biltmore College and Wilmington College to become campuses of the University of North Carolina, I wrote to you on January 21 inviting you to submit any statement which the Board of Trustees of your institution might have concerning the petitions of these colleges. I indicated in my letter that any statement submitted would need to be received in this office by February 20.

At a meeting of the Committee yesterday, I was instructed to write to those of you whose institutions have not responded to the earlier letter to say that the Committee assumes that absence of a response indicates that the Board of Trustees of your institution has taken no position on the question of these proposed mergers and that therefore your institution neither supports nor opposes the addition of these campuses to the University of North Carolina. If this assumption is in error, please let me know immediately since the final draft of the Committee's report is now being prepared.

Sincerely,

Cameron West

mcw

cc: President Marion D. Thorpe

STATEMENT OF POSITION OF WESTERN CAROLINA UNIVERSITY

January 22, 1969

A PROPOSAL BY WESTERN CAROLINA UNIVERSITY
FOR THE IMPROVEMENT AND EXPANSION OF HIGHER EDUCATION
IN WESTERN NORTH CAROLINA

Approved by the Board of Trustees
Of Western Carolina University

On December 2, 1968, the Board of Trustees of the Consolidated University of North Carolina recommended that the Board of Higher Education and the General Assembly approve the establishment of additional campuses of the University of North Carolina in Asheville and Wilmington, to be created through mergers with Asheville-Biltmore and Wilmington colleges.

Western Carolina University recognizes and is supportive of the aspirations of Asheville-Biltmore College and the Consolidated University for extensive and improved educational opportunities in Asheville. All of Western North Carolina shares those aspirations, both for Asheville and for the entire western region of the state.

Indeed, the establishment of a state-supported regional university in Western North Carolina by the 1967 General Assembly was to provide now

in the West, through Western Carolina University, many of the exact services which, in the long range, might be expected some day to result from the proposed mergers.

We at Western Carolina University believe there is a better way--academically and economically--than that proposed by the Consolidated University for the development of educational opportunities in Western North Carolina.

We believe this alternative has not been but should be studied carefully by the proper state authorities and the institutions and citizens of Asheville and the region.

We propose that Western Carolina University and Asheville-Biltmore College provide, on a joint basis, more extensive educational opportunities for all of Western North Carolina, particularly in Asheville, through the common use of faculties and staffs, facilities, administrative services, financial support, and other resources.

We propose a cooperation between Asheville-Biltmore and Western Carolina University, or a merger of these two institutions to provide an expanded, improved, better supported, more prestigious, two-campus regional university. All Western North Carolina--including Asheville, which derives its support from the region--would benefit; and so would North Carolina and its system of higher education.

The economy and efficiency of a cooperative arrangement of this nature, or of such a merger, commend this proposal for the most serious study and consideration.

Western Carolina University for many years has been providing quality education, at the graduate and the undergraduate and professional levels, throughout the western part of the state.

In Buncombe County alone, for example, it enrolled more than 300 undergraduate and graduate students in classes taught in its Asheville and Buncombe County centers during the fall of 1968. Additionally, there were

479 undergraduate and graduate students from Buncombe County enrolled as on-campus students at Western Carolina University in Cullowhee.

A survey of this county--which is only one of many from which large numbers of students come to our university--reveals that there are more students from Buncombe enrolled in Western Carolina University classes than there are in the entire student body at Asheville-Biltmore.

The relevance of Western Carolina University to the entire western section of the state, and to the state as a whole, also should be considered. In the fall quarter of 1968, our university enrolled students from every one of the 32 counties west of Greensboro and south of Winston-Salem. The enrollment from these counties totaled 3,445.

Ninety of the state's 100 counties are represented in our student body; and we are serving students, literally, from Manteo to Murphy. In the fall quarter just completed, 4,312 North Carolina residents were enrolled in our classes out of a total registration of 4,822.

The State of North Carolina now has an investment approaching \$30 million in the capital assets at Western Carolina University. The yearly operating budget, although greatly in need of strengthening, is now \$7.3 million. These funds help to support a program of quality and quantity which is even now providing, and can provide, the sort of service desired in Asheville and elsewhere throughout the region.

This institution of value and worth needs nurturing, to be sure, but there should be no mistaking this fact: North Carolina has a state university in Western North Carolina, closely attuned to the educational needs of Asheville and the entire area, vigorously pursuing programs of service to its students, and geared to the advancement of the economic and cultural life of the region.

One of the most pressing problems faced by Western North Carolina is an inadequacy of support for its institutions of higher education.

The State now supports two universities in the mountain region-- Western Carolina in Cullowhee and Appalachian State in Boone. The

suggestion for establishment of a third--and yet another in Wilmington--would be a proliferation more apt to impoverish than to profit the system of higher education in the mountains.

There is a concern on our part for the entire state, and for Western North Carolina in particular, that such funds for higher education as are available not be dissipated by the authorization of too many units to do too many things at too many levels.

As the State Board of Higher Education report on planning for higher education makes clear, no public university or college in North Carolina now has the resources it requires to do its necessary work. And there are glaring disparities among the institutions.

The Charlotte branch of the University of North Carolina is barely off the ground. The Greensboro branch has crying needs. Even so, the support provided these branches is far beyond that provided Western Carolina University. Yet the proposal before the Board of Higher Education is to create two other

Consolidated University branches.

Both Asheville and the rest of Western North Carolina urgently need educational services beyond those contemplated for the foreseeable future in the Consolidated University report. Asheville even now requires more by way of general education, professional education, graduate education, and continuing education than could be expected from the modest undergraduate liberal arts and sciences program which has been proposed.

Through the strengthening and extension of many of its existing programs, Western Carolina University could help meet these needs of Asheville; and the benefit to the entire region would be substantial. At the same time, the resources of Asheville-Biltmore would be more generally available to the entire region.

The combined base of two such merged institutions would permit a clearer identification of the other services which should be provided by extension or cooperative support of the Consolidated University.

The consultation and advice of the Consolidated University in the accomplishment of the merged or cooperative program we have suggested would be useful, but they are available to both institutions without putting Asheville-Biltmore under the umbrella of the Consolidated University.

Western North Carolina is entitled to more than a small-scale branch of the Consolidated University, devoted primarily to the liberal arts and sciences, and the poorly-supported regional universities. Asheville shares its problems and needs with the rest of the region and the state and has no interest in dissipation of resources in ways less than the most effective and economical.

Asheville and Western North Carolina both will profit far more from aggressive development of a regional university in the mountains which in the truest sense is of and for the people and provides, comprehensively and democratically, responses to their varying needs.

This is the sort of institution which Western Carolina University was de-

signed to be and is. Its and Asheville - Biltmore's service to the entire region including Asheville would be furthered by the cooperation or merger which we propose.

Western Carolina University has long needed a municipal base and facility for accomplishment of its professional programs. Indeed, to carry out its undergraduate and graduate training in education, its allied health professions and social work programs, its commerce and business education, and its opportunities in other fields important to the region, it perforce must establish a branch operation in Asheville.

This we must do irrespective of the disposition of the Consolidated University/Asheville-Biltmore proposal. In fact, we have been exploring and negotiating for such a facility.

The medical and health services needs of the mountain region are as great as those of any other section of North Carolina. It was to help meet these needs that Western Carolina University has begun a degree nursing program and is

planning for a School of Allied Health Professions and Services. Western Carolina University also has provided the leadership for development of a consortium for regional health services in cooperation with the Southwestern North Carolina Economic Development Commission.

These and other health and basic science programs of Western Carolina University, taken together with Asheville-Biltmore and the population and medical resources of the metropolitan Asheville area, would provide a good base for location in the immediate region, presumably in or in large part in Asheville, under joint or merged auspices, of the medical school now being proposed for the West.

Traditionally, the American people and the people of North Carolina have attempted to keep their governments and their other cherished institutions close to the people. This ideal underlies the separate, essentially regional boards of trustees created to govern North Carolina's regional universities and its four-year colleges. Thus the citizens of Western North Carolina command

and guide Western Carolina University, Appalachian State University, and Asheville-Biltmore College.

A serious question is whether or not this ideal now is to be subordinated to a large Consolidated University board of many geographical and institutional interests, whose attention necessarily is divided and impersonal. From the aggressive drive and enthusiasm we have felt for higher education in Western North Carolina, we hope not.

Of the two proposals, the merger of Asheville-Biltmore College and Western Carolina University would be more consistent with the action of the 1967 General Assembly in establishing regional universities. The plan of regional universities in North Carolina was created with the idea that it would be evaluated at the end of five years. This period of time should expire and the necessary evaluation be made before North Carolina defeats or discards the plan by further extension of the Consolidated University.

We do not wish to be in the position of urging ourselves upon a sister

institution, but a substantial case can and should be made for a merger of Asheville-Biltmore College with Western Carolina University. Such a "University of Western North Carolina" would serve the cherished and legitimate aspirations of all Western North Carolinians, held for many years, to establish in the mountains an institution of magnitude and excellence, closely attuned to the specific regional educational, cultural, and economic ambitions of the people. A worthy alternative to such a merger would be a close-knit cooperation and educational compact between Asheville-Biltmore College and Western Carolina University, perhaps including other institutions.

There is a great complementarity between the programs of Asheville-Biltmore College and those of Western Carolina University. Moreover, consolidation of these resources would provide an effective base of operations. Administration from a distance of 225 miles is at best difficult in higher education. The closeness of Cullowhee and Asheville would permit extensive interchange of faculty members, administrative officials, and students, to the benefit of both institutions.

Western Carolina University wishes the optimum of educational opportunity in the region's major city. And, as a state university serving a region involved in the proposed extension of the Consolidated University, we have a responsibility not only to recognize and evaluate what may be recommended by Asheville-Biltmore College and the Consolidated University, but also to advance vigorously, in the spirit of proper discussion and friendship, our own views of what we feel will be in the best interest of the people of Asheville and the whole related region of Western North Carolina.

We had understood, from conversations we initiated last fall at Chapel Hill, that the Consolidated University, in considering the Asheville-Biltmore College proposal, would attempt to take into account the plans, aspirations, resources, programs, and services of Western Carolina University.

In fact, however, the Consolidated University conducted its study of the relevant educational needs in the mountain area without a single contact with the state university existing an hour's drive from Asheville. On the

face of the matter, it would seem the Consolidated University did not take Western Carolina University and its role and services in the region into account at all. Indeed, the 94-page report of this study of the relevant educational needs of the area contains only 19 words of reference to Western Carolina University, and those merely acknowledging Western Carolina University exists in the Asheville hinterland.

In contrast, in November, 1968, after two years of deliberate and painstaking study--to which all institutions of the state freely contributed--the Board of Higher Education produced 118 recommendations on virtually all aspects of higher education, but not one which called for additional campuses of the University of North Carolina.

A dialogue on the Consolidated University proposal, therefore, is necessary; and we are once more initiating conversations in an effort to bridge this communications gap. We are making this attempt through the Board of Higher Education, with members of the General Assembly, with the

Governor, with Asheville-Biltmore College and the Consolidated University, with citizens of Western North Carolina, and with other interested persons in the state.

Through this effort, we are seeking fuller consideration of our role, and of the proposals and alternative we have set out here.

Alex S. Pow
President
Western Carolina University

APPENDIX I

STATEMENT OF POSITION OF APPALACHIAN STATE UNIVERSITY

Appalachian was created on the principle--and has continuously promoted and supported it--that opportunity for education should be provided for every person interested in and capable of pursuing it, and that this opportunity should be as nearly equal in quality and availability as possible.

The addition of Asheville-Biltmore and Wilmington Colleges to the Consolidated University can have long-time impacts and influences on Appalachian. But these cannot be assessed clearly at this time. In the light of the established policy of the Board of Trustees of the Consolidated University "that additional funds be made available for the establishment of the new campus..." and the policy "that standards and criteria...shall prevail at any new campus in the same manner" as at existing campuses, and in recognition as to how these policies have been applied, it seems safe to assume that financial support for the additional institutions will be raised to new levels.

It is not Appalachian's desire to benefit at the expense of other institutions, but it is its desire to receive a fair share of the funds available to support higher education in North Carolina.

With past experience as a guide, those associated with Appalachian cannot at this time actively support the proposal to add Asheville-Biltmore and Wilmington Colleges to the Consolidated University system. At the same time, they recognize that they are not in position to determine the best structure for higher education in the State. They hope, however, that the best structure will be determined by further and cooperative study before changes are made. Whatever this determination is, those at Appalachian will continue to point out disparities and inequities, as long as they exist, in support of comparable programs among the public institutions of the State. They will also continue in their efforts to fulfill the institution's obligations and responsibilities to the citizens of its region.

The quality of education is determined, in the largest sense, by the amount of money which supports it. Based on the State's appropriation per student, the State does not provide "equality" of educational opportunity to its young citizens. The high school graduate who chooses a particular public institution as the place at which to pursue his education should have the same comparable support for this education as if he chose to attend any one of the other public institutions.

COMPARISON OF SOME FACTORS RELATING TO SUPPORT OF
HIGHER EDUCATION IN NORTH CAROLINA

	Appropriation Per Student		No. Students per Faculty member 1969-70
	1969-70	1970-71	
<u>Five-Year Institutions</u>			
East Carolina University	\$ 874	\$ 873	16.5
N. C. A & T University	951	956	15.7
Western Carolina University	837	833	16.5
Appalachian State University	923	915	16.8
N. C. College at Durham	1099	1100	14.1
<u>Average Five-Year Institutions</u>	937	935	15.9
Appalachian State University	923	915	16.8
<u>Four-Year Institutions</u>			
University of North Carolina at Charlotte	1244	1268	16.2
Pembroke State College	866	882	15.2
Winston-Salem State College	1170	1157	13.3
Elizabeth City State College	1151	1161	14.5
Fayetteville State College	935	922	15.2
Asheville-Biltmore College	1491	1360	14.2
Wilmington College	968	926	15.0
<u>Average Four-Year Institutions</u>	1121	1097	14.8
Appalachian State University	923	915	16.8
<u>OVERALL AVERAGE</u>	1044	1209	15.3
Appalachian State University	923	915	16.8

The comparisons shown above, using appropriation per student as the measure, reveal disparities and inequities of educational opportunity among the institutions, and emphasize the principle which the Trustees and others associated with Appalachian have stressed throughout the years, COMPARABLE PROGRAMS SHOULD BE SUPPORTED BY THE STATE AT COMPARABLE LEVELS.

It will be noted that the average appropriation recommended for the senior or four-year institutions is larger by \$198 and \$185 than the recommended appropriation per student to Appalachian. The average appropriation per student recommended for five-year institutions is \$14 and \$20 per student more than is recommended for Appalachian.

The differences in the level of support promote differences in the number of students per faculty member which, in turn, result in differences in teaching loads of the faculty members. It will be observed that the average number of students per faculty member in the four-year institutions is smaller than at Appalachian, which is classified as a five-year institution; and the average number of students per faculty member in the five-year institutions is smaller than the average number at Appalachian.

In fact, it is observed that in both appropriation per student and the number of students per faculty member, the four-year institutions enjoy more favorable positions than do the five-year institutions.

The regions from which students are drawn and which are served by Asheville-Biltmore and Appalachian overlap to some extent. Considerable expansion in the size of Asheville-Biltmore probably would affect the undergraduate enrollment at Appalachian.

Appalachian's present graduate program is of considerable size. In fact, with one exception, Appalachian awards more master's degrees per year than any other institution in the State. Should a graduate program be developed at Asheville-Biltmore, it would certainly affect Appalachian's graduate enrollment.

However, Appalachian is not interested in the size of enrollment per se, either of undergraduates or graduates. On the other hand, it is supremely interested in the quality of the educational program it is able to offer.

Appalachian State University is proud of its history and heritage and of its manifold contributions to the people of the State. It is proud also of the quality of educational opportunity it offers with the comparatively small support the State provides. When favored with more comparable support, the institution fears no embarrassment of comparisons of its products. In fact, it will welcome such comparisons and be happy to let the results speak for themselves.

STATEMENT OF POSITION OF NORTH CAROLINA SCHOOL OF THE ARTS

NORTH CAROLINA SCHOOL OF THE ARTS

POST OFFICE BOX 4657

WINSTON-SALEM, NORTH CAROLINA 27107

AREA 919, 723-0504

JAMES H. SEMANO, M.D.
CHAIRMAN OF THE BOARD OF TRUSTEES

February 20, 1969

Doctor Cameron P. West
North Carolina State Board
of Higher Education
1307 Glenwood Avenue, Room 162
Post Office Box 10887
Raleigh, North Carolina 27605

Dear Doctor West:

Thank you most warmly for giving me the opportunity of communicating on the request of the University of North Carolina for establishment of the University of North Carolina at Asheville and Wilmington.

After discussing this thoroughly with Mr. Robert Ward, President of the North Carolina School of the Arts, we feel that the record of decisions made by you and your board regarding higher education has been such a sound one that it would be presumptuous of us to comment in any detail.

The recent report of the North Carolina Board of Higher Education suggests, or at least infers, the need for a re-study of higher education in the State. It did occur to us that there might be some merit in a profitable delay such as this to give us the advantage of a clearer look at the future through such a re-study. This might produce some ways in which the widening gap between the various state institutions may be narrowed. This is merely a suggestion which I hope may have some merit.

We at the North Carolina School of the Arts want to take this opportunity to express our gratitude for the great cooperation

we have received from all segments of the educational system in North Carolina. Again we all thank you for your communication and stand ready to help in any way if you should need us.

With warmest regards,

Sincerely,

James H. Semans, M. D.

STATEMENT OF POSITION OF PEMBROKE STATE COLLEGE

PEMBROKE STATE COLLEGE



OFFICE OF THE PRESIDENT

February 21, 1969

Mr. John P. Kennedy, Jr.
Assistant Director
N.C. State Board of Higher Education
Raleigh, North Carolina

Dear Mr. Kennedy:

The Board of Trustees of Pembroke State College met in a special meeting on Friday, January 31, 1969. This meeting was called in response to a request from the North Carolina Board of Higher Education, issued by the Director of the Board, Dr. Cameron West.

The Higher Board asked for comments from the Pembroke State College Board of Trustees as to what affect the inclusion of Wilmington College and Asheville-Biltmore College as campuses of the Consolidated University of North Carolina would have upon the aspirations of Pembroke State College.

The Board of Trustees of Pembroke State College recognizes, and is supportive of, the aspirations of Wilmington College, and Asheville-Biltmore College and the Consolidated University for extensive and improved educational opportunities for our citizens in these geographical areas.

Pembroke State College also believes that the citizens of the thirteen counties located in South eastern North Carolina, and all within a fifty mile radius of the Pembroke State College campus, should have equal opportunity for educational advancement. The greatest unmet need is for a graduate school where public school teachers, and other professional citizens, can begin a program of work leading to the Masters Degree.

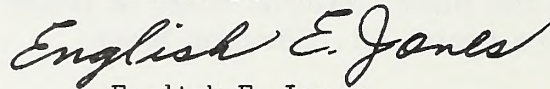
The North Carolina counties of Anson, Bladen, Columbus, Cumberland, Harnett, Hoke, Lee, Montgomery, Moore, Richmond, Robeson, Sampson, and Scotland are all within the fifty mile radius of Pembroke State College. These counties employ a total of 6851 public school teachers. Not more than 14 per cent, or 959, hold the graduate certificate. We believe this percentage would be greatly increased, as well as the status of the public school and its effectiveness if graduate education was provided on the

on the campus of Pembroke State College. These citizens are all within commuting distance of Pembroke State College campus. They would enroll in late afternoon, evening, and Saturday classes, thus permitting them to remain employed on a full-time basis.

Geographically, Pembroke State College is located 110 miles east of Charlotte and 110 miles west of Wilmington. Therefore, regardless of action taken by the General Assembly, relative to establishing a campus of the Consolidated University at Wilmington, it would not affect our aspirations to provide graduate education for the citizens of this area on the campus of Pembroke State College. This request is based on existing and very evident need.

I sincerely appreciate your interest and efforts in behalf of Pembroke State College.

Sincerely,

A handwritten signature in cursive script that reads "English E. Jones".

English E. Jones
President

Pembroke State College

EEJ:bp

Mr. Kennedy - Page 2
February 21, 1969

The purpose of the North Carolina Board
of Higher Education “shall be . . . to plan and
promote the development of a sound, vigorous,
progressive, and coordinated system of higher
education in the State of North Carolina.”



